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Verkörpert sehen wir in diesem Namen
D a s D e u t s c h e. — Aus der Dichterworte Samen
Geht eine Ernte auf im fremden Land,
Wie sie der Heimatboden nicht gefunden.
Der Name Friedrich Schiller ist ein Band,
Das alles Deutsche fest um uns gewunden.
Der Dichter ward uns hier — erkennt es wohl! —
Des deutschen Geistes, deutscher Art Symbol. —

Was ist uns Schiller nun? — Ein Zauberwort
Zum Berge in der Fremde, drin versunken
Das Deutsche ruht. — Werft weckend einen Funken
Von Schillers Geist an diese Sesamwand —
Und tönend ruf' ein Echo es ins Land:
Im Namen Schillers — sprengt auf das Thor —
Du deutsche Kraft und Sehnsucht — tritt hervor! —

The Teaching of Modern Languages in German Secondary Schools.

Report to the New York City Superintendent of Schools in 1908.

Carl Albert Krause, Ph. D., Head of the Department of Modern Languages,
Jamaica High School, N. Y.

(Concluded.)

Taking up in greater detail some representative lessons I heard, I do this in order to point out the mode of procedure.

Transport yourself into a class-room at the Oberrealschule in Cassel, Dr. Quiehl's school. It is the first recitation from 8 to 9 A. M. on Monday. Oberlehrer Grund is in charge of the 44 boys that make up Sexta b, a beginners' French class in their third month of actual study at the tender age from 9 to 10 years. Mr. Grund having entered the class—which as customarily had risen—asked the class captain: *Qui est absent?* Reply from the boy: *Personne.* Then turning to the now seated class the teacher said: *Levez-vous!* Whereupon all boys while rising answer: *Nous nous levons.* Then the reverse process was indulged in with: *Asseyez-vous!* *Nous nous asseyons.* Pointing to Viëtor's sound-chart Mr. Grund asked a boy: *Montre-moi le son de "s"*—s and j are difficult for any South and Middle German to pronounce. The boy repeats: *Je montre s,* and the whole class also. Now taking up the different parts of the body, the teacher asks e. g., taking a pupil's arm: *Qu'est-ce que c'est que cela?* Reply: *C'est le bras,* which is repeated by the class, or *c'est la main, c'est*

une main, ce sont deux mains, (doigt, jambe, pied, épaule). Blackboard work is going on simultaneously. Taking up a note-book the teacher asks: Qu'est-ce que c'est? Answer: C'est un cahier, or ce sont deux, trois cahiers etc., as the case might be. This exercise, being a constant drill on genders and numbers, was continued by practice on affirmative, negative and interrogative verbal forms besides introducing new nouns by means of objective work (perception method, as Jespersen calls it). Of this Anschauungsunterricht Dir. Ferd. Schmidt is one of the foremost advocates. The teacher pointing to windows: Sont-ce des portes? Answer (given with indignation with everybody on the alert): Non, monsieur, ce ne sont pas des portes, ce sont des fenêtres. He did the same with crayons, plumes, porte-plumes, bancs, tables, chaises, livres, cartes, tableaux, bâtons, règles, being well supplied for such purposes with the necessary utensils. A drill of possessive adjectives closed the lesson with mon crayon est vert, noir, jaune, rouge, mes crayons sont . . ., ma chaise est blanche, and all possible variations of ton and to, son and sa. The new words in sentence form were entered into each pupil's exercise book. To what conclusion did I come at the end of such a lesson? I heard many of the same or similar type both in French and English:

1. The pronunciation of the foreign word was careful and good. No mistake passed by unchallenged. Every error was pointed out on the Lauttafel and corrected.

2. All answers were clothed in full sentences. The foreign language practically reigned supreme.

3. Grammar was taught not abstractly but inductively.

4. A vocabulary was naturally acquired and gradually increased.

The pupils had in their possession "Französisches Elementarbuch" by the reformers Kühn and Diehl.

Director M. Walter, the most brilliant reformer, had in addition to these features in his beginners' class the reciting of poems and singing of songs to alleviate possible monotony. Furthermore, he lays more stress upon the Gouin Method than upon the Objective Work—no doubt for the reason that the former puts the verb (action) into the van and not the noun as does the latter.

In most advanced classes I did not hear many words of German spoken by either teacher or pupils. The students often displayed such wealth of information on English or American history, geography, literature, or history of literature as to be well-nigh marvellous. Shakespeare's dramas, Molière's comedies were discussed intelligently with long quotations of famous passages. In one class e. g. the American War of Independence was discussed ably and fully.

Superior Modern Language teaching I observed in the only girls' school I visited in the Viktoriaschule and Lehrerinnen Seminar at Darm-

stadt. In the former I heard a beginners' French class taught by Miss Maurer, in the latter it was my pleasure to be present at five English lessons given by Prof. H. Heim. The English pronunciation of the young ladies was really excellent. It was based not upon mere imitation, but upon very accurate and scientific study of phonetics and sound-physiology. The speaking ability of the prospective teachers was of the first order, too. In fact, even in grammar work and metrics English was used exclusively. I cannot but mention another phase of the work there and that is the Realien. Dr. Heim had so familiarized his students with England and London, in particular by means of maps, pictures etc., that they displayed a rather unusual amount of information along the lines of history, geography, topography and literature. He encourages his students to write him letters in the foreign language. Some of these epistles I read were a credit to both teacher and pupil in substance as well as in form.

The young ladies receive considerable instruction both in French and English. French has been given for seven years in the Höhere Mädchenschule, with three additional years in the professional Seminar, while English is required during four years with three additional years in the Seminar.

The final written examination in English lasting 3 hours consisted, in 1907, of an original essay entitled: A description of Hoelzel's picture "Spring." In 1908, Easter, the task was a translation of ca. 370 words into English from a rather difficult German piece (after Macaulay) on the Origin of the English Nation.

Of the 28 girls 10 received I with no mistakes.

14	"	II	"	from 1—3 mistakes.
3	"	III	"	from 4—4 mistakes.
Only 1	"	IV		failed with 9 mistakes.

These certainly are results of which any Modern Language teacher may be justly proud. Through the courtesy of both the Professor and the Acting Principal I had access to these interesting official documents.

Comparing now the results of Modern Language teaching obtained in Germany with those we teachers try to achieve here in the United States, I submit the following essentials as requisite to success in the teaching of German and French in our High Schools, making due allowance for our different environment and ideals :

I. More time and greater prominence in the curriculum should be given to German and French. One Modern Language at least should be required of every student throughout his whole high school course of four years, with at least 5 periods a week the first year, and 4 a week in the last three years. This seems to me imperative in any high school, whether academic or technical, or commercial. With more prominence in the

course will be meted a more serious attitude on the part of the pupils to Modern Language work.

II. Better teachers of Modern Languages are needed here. The proper way to procure them would be to require and test a severe preparation for their work, not only in writing, but also orally, and the way to induce them to take up teaching would be by granting them respectable living salaries with honest chances of promotion and sabbatical years for study and travel. If we have better teachers, our results of necessity will be better.

III. The method of teaching Modern Languages must be improved, must become more practical. It ought to be an efficient correlation of conversation, grammar, reading and translation. To teach German or French or Spanish we must realize and make our students feel that these languages are living. It seems almost trite when I advocate for living languages a live method. By that I mean above all arouse and sustain interest.

1. Insure and insist upon good pronunciation. In a living language we must have it first of all. To procure this the elements of phonetics and sound-physiology ought to be given. Phonetic transcription for this country I consider unnecessary and a waste of valuable, limited time, at least in German.

2. Give as much oral work as possible. Remember every minute in foreign speech is a gain. Of course, I am not championing hap-hazard conversation, but conversation with a purpose best based upon the text. Hitherto we have neglected too much the oral side by practically paying exclusive attention to the ocular. Full sentences should always be required even for the easiest answer. The acquisition of an active vocabulary is important here.

3. Give more real reading with well graded texts with less translation which usually is transliteration. This transverbalization, cf. Sisson, Sch. Rev. Sept. 1907, is not conducive to "Sprachgefühl" nor to the proper appreciation of literary qualities. If we do insist upon translation let it be fluent and terse. Abandon so-called composition work or translation from English into the foreign idiom. It is an art that does not concern us.

4. Teach grammar thoroughly, not as an end, but simply as a means to an end. Do not make it too abstract, too technical, but rather let it be inventional, if you please, at least at first.

5. Lead your students to understand the life, history and civilization of the country the language of which they are learning. The proper "milieu" must not be underrated.

From the previous suggestions one can infer that in the main I am advocating as absolutely essential the principles of the "Reform" also for

America, but that I do not emphasize for our country scientific phonetics in the class-room—at least not in German—though this is indispensable for the teacher, nor the perception method in high schools, but rather a combination of the objective and psychological Gouin method as being better suited to our older pupils. “The Report of the Committee of Twelve” certainly needs revision in the light of mature experience.

If you were to ask this pertinent question of me: “What shall our method of teaching Modern Languages here be so as to be best productive of good results?” I should outline the mode of procedure about thus—taking for granted a preliminary thorough drill on pronunciation:

For the first year:

1. Giving all directions in the foreign language the teacher reads the advanced lesson from the Reader slowly with accurate pronunciation and proper emphasis sentence for sentence. A pupil repeats the first sentence, another the next etc., with books closed. All new words are put on the blackboard by the teacher, also idiomatic expressions. — Grammar at first should not be theoretical, but taught on the installment plan, giving only what is absolutely essential. Grammar should never be taught before the language and apart from it, as Kühn says.

2. Taking up the last or home lesson, the teacher will quickly translate the assignment into English with books still closed.

3. Books are opened and sentence for sentence is distinctly read by one pupil at a time without translating it into English.

4. All pupils read in unison the whole lesson assigned.

5. With books closed oral work or dictation will follow either on the text or still better on questions and answers from the text. A good plan is to vary the questions by calling for the pupil's answer with subject—or verb—or object—or adverbial questions, at times changing the number or tense etc.

6. Renarration of the whole orally or in writing.

After the first year:

1. Reading must be placed into the centre of the instruction, making speaking subservient to it. The texts read should be thoroughly foreign in atmosphere depicting the life, history, geography and civilization of that country and of no other. The books should be graded both as to difficulty and class: At first easy contemporary prose, later more difficult texts, at the very end master-pieces of the classic period. Ambition on the part of the teacher is praiseworthy, but the pupils' horizon must be considered first and last. Translation into the mother tongue should be practiced occasionally, usually only as a last resort.

2. No translation into the foreign idiom should be required, but instead of that real live composition based upon the reading. Retransla-

tion, free reproduction, renarration, having in mind the acquisition of a larger vocabulary and idioms. Letters on the text might also be introduced, but with care owing to their greater difficulty.

3. Grammar should be thoroughly systematized as a comparative study of the foreign and native tongues. The essentials of both accidence and syntax should be completely understood.

In this connection I may say that I realize and deprecate the lack of really suitable American books, both readers and grammars. Among others, Guerber's *Märchen und Erzählungen*, D. C. Heath & Co., I find, however, well adapted to our needs in beginners' classes.—A book like E. Hausknecht's, *The English Student*, Berlin, Wiegandt & Grieben, 8th ed., 1907, should be known by every up-to-date language teacher in America.

For final examinations, in my opinion, translation from the English into the foreign tongue, chiefly of disconnected sentences, should never be required unless the passage had been previously read in the original.

From the newspapers I gathered that the principals of Private Schools at a recent meeting held in New York decided to petition the Universities to make the entrance examinations in Modern Languages easier. I hope they had in mind the crux of so-called composition when they passed their resolution.

In conclusion I wish to publicly thank all German colleagues with whom I had the pleasure to come into contact for their kind attention and liberal advice they gave me. Principals and teachers alike vied with each other in courtesy. They gave me valuable information and placed at my disposal the necessary literature as well as school programs and schedules. To Prof. Wilhelm Viëtor of the University of Marburg I feel especially under obligation, as he sacrificed almost two hours of his precious time for me. That under these conditions my professional stay in Germany during the summer of 1908 was not only greatly interesting but highly instructive goes without saying.

OFFICIAL PERMISSION.

With reference to obtaining official permission to visit German schools just a word. In Hamburg, a free Hanseatic city, under a republican form of government, I had no difficulty in entering the school-rooms. Each principal can see fit to admit a well-recommended foreigner to inspect the work done in his school, provided the teacher in charge of the class to be visited is willing to consent. Such consent will invariably be given unless a teacher is overrun by visitors or unless the class is engaged in a written exercise.

In the Grand Duchy of Hessen-Darmstadt I received, upon request, within one half hour, official permission to inspect the instruction in the higher schools.

Prussia, however, is the land of red tape and bureaucracy. My registered letters, addressed to the Minister of Public Instruction, Berlin, were sent August 19th and 22nd. I received no reply until, on September 4, the Embassy

of the United States of America, Berlin, informed me that my request for permission to visit schools in Prussia had been referred to them. The Second Secretary wrote me that the Embassy had lent its support to my request. My three credentials which I had sent to the Minister of Education were returned to me by the American Embassy with the statement that I should receive the desired permission as soon as it was procured from the German Government. Finally, after five weeks, on September 21, the Embassy dropped me a notice enclosing the official permission of the Kultus Ministerium.

Fortunately, the various school principals, both of state and municipal institutions, whom I visited, were men of broad mind and sympathetic nature. Though officially without the sanction of the authorities they nevertheless admitted me to their schools. One of the Directors even told me that I might not receive my permission until my inspection trip was completed. Hence the official permission in my opinion should be procured personally in Berlin at the very outset, to void any possible future annoyance.

List of Schools Visited.

The following are the cities, schools and teachers I visited during the months of August and September, 1908:

Hamburg: Oberrealschule v. d. Holstentore	Prof. G. Wendt, et al.
Harburg: Realgymnasium	Dir. Wolf, et al.
Hannover: Oberrealschule am Clevertor	Prof. Noltemeyer.
Cassel: Oberrealschule	Dir. Quiehl, Prof. Meinhoff, Prof. Grund, Dr. Neumann, et al.
Realgymnasium	Dr. Fackel.
Marburg: Oberrealschule	Dir. Knabe, Dr. Glaser, Dr. Hauck, et al.
University	Prof. W. Viëtor in private conference.
Hanau: Oberrealschule	Dir. Ferd. Schmidt, et al.
Frankfurt a. M.: Musterschule	Dir. Max Walter, Dr. G. H. Sander.
Goethe Gymnasium	Prof. Mann, Prof. Banner.
Woehler Realgymnasium	Prof. B. Eggert.
Wiesbaden: Oberrealschule	Prof. Ph. Rossmann, Dr. Diehl, et al.
Oberrealschule am Zietenring	Dir. A. Hoefer, Dr. Schnaus, et al.
Darmstadt: Victoriaschule und Seminar	Prof. H. Heim, Miss Maurer.
Heidelberg: Oberrealschule	Prof. J. Ruska in conference.

Some of the Reformers whom I knew by reputation I was unable to see for some reason or another. In Wiesbaden, Prof. Karl Kühn had been pensioned, while H. P. Junker had moved to Braunschweig. Of J. Bierbaum in Karlsruhe I could not learn anything. Prof. Lenz in Darmstadt had died that very year in January. L. Bahlse had been transferred from Berlin to Stralsund as principal of a school. Prof. Martin Hartmann in Leipzig I heard had given up discussion on methods of Modern Language teaching, and his active interest in International Correspondence but embraced in lieu the cause of anti-alcoholism. Director E. Husknecht had left not only Berlin, but also Kiel to become Professor in the University of Lausanne, Switzerland. Prof. Reinhardt, Frankfurt, had been called into the Bureau of Education, Berlin. Director Franz Dörr of the Liebig Realschule, Frankfurt-Bockenheim, made an appointment with me which I, unfortunately, could not keep. So I had to miss him very much against my wishes. Dir. Wittmann, Heidelberg, was on leave of absence. Prof. Gundlach, Weilburg, was ill. Dir. Klinghardt, Rendsburg, had holidays when I might have seen him.

Bibliography.

A very good bibliography of methods of teaching Modern Languages can be found in K. Breul, *The Teaching of Modern Foreign Languages and the Training of Teachers*, 3d ed. Cambridge, University Press, 1906, pp. 102—114. (It is two years later than Bagster-Collins' excellent book.) The following titles might be added to Breul's list, not including articles published in American periodicals:

- W. C. Brown: *The Teaching of Modern Languages in German Schools*. London, Hodgson, 1899.
 G. Budde: *Der Kampf um die fremdsprachliche Methodik*. Hannover and Leipzig, Hahn, 1908.
 F. Dörr: *Vom Unterricht in den neueren Sprachen seit 1890*. Leipzig and Frankfurt a. M., Kesselring, 1905.
 E. Rochelle: *La Méthode directe*. Bordeaux, Delmas, 1906.
 F. Schwend: *Zum französischen Unterricht an Oberklassen*. Stuttgart, Paulinenpflege, 1906.
 M. Walter: *Aneignung und Verbreitung des Wortschatzes im neusprachlichen Unterricht*. Marburg, Elwert, 1907.
 Id. *Zur Methodik des neusprachlichen Unterrichts*. Marburg, Elwert, 1908.
 G. Wendt: *Das Vokabellernen im französischen Anfangsunterricht*. Hamburg, Lütcke and Wulff, 1901.
 P. Wohlfeil: *Der Kampf um die neusprachliche Unterrichtsmethode*. Frankfurt a. M., Neuer Frankfurter Verlag, 1901.

Berichte und Notizen.

I. Korrespondenzen.

Cincinnati.

Angeregt durch unseren ehemaligen Schulsuperintendenten Dr. Boone und eifrig befürwortet und fortgesetzt von seinem Nachfolger Herrn Dyer haben die Lesezirkel oder wie sie ursprünglich in englisch genannt wurden, die Round-tables eine Reihe von Jahren hier recht üppig geblüht. Besonders als man sich durch die Beteiligung daran eine Anzahl von Verdienstpunkten oder Credits zur Beförderung und Gehaltsaufbesserung erwerben konnte, da blühten die Lesezirkel erst recht. Sie wurden nicht allein von der englischen, sondern ebenso liebevoll auch von der deutschen Lehrerschaft gepflegt; und man muss immerhin zugestehen, dass diese gemeinsamen Lesestunden, wenn sie richtig geleitet waren, gute Resultate zeitigten. Manches literarische Werk und manche pädagogische Abhandlung wurden daselbst gelesen und besprochen, die aus eigenem Antrieb oder privatim wohl nicht gelesen worden wären. Allein mit der Zeit — und die dauert gar nicht sehr

lange — flacht hierzulande das Interesse an irgend einer Neuerung oder Reform ab. Die krankhafte Sucht nach fortwährender Abwechslung steckt dem Amerikaner tief in den Knochen. Auch der Lesezirkel wurde man nachgerade überdrüssig, und es musste was Neues ausgeklügelt werden; denn „Abwechslung muss sind.“

An die Stelle der Lesezirkel traten die Vorlesungen oder vielmehr Vortragsserien, die von der hiesigen Universität und dem damit verbundenen Teachers' College geleitet werden. Bereits in den letzten Jahren fanden hier solche Vorträge statt, die von unserer Lehrerschaft immer gut besucht waren. Jedoch erst seit diesem Schuljahre kam die Sache so recht in den Schwung. Gegenwärtig ist ungefähr ein halbes Dutzend dieser Vortrags-Zyklen im Gange, und sintermalen für deren Besuch ebenfalls „Pünktchen“ verabfolgt werden, haben sämtliche Vortragenden ein recht stattliches Auditorium. Wer eine Vortragsreihe, durchschnittlich aus dreissig Vorlesungen bestehend, einfach absitzt, ver-